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Bulletin of the
**College of
William and Mary**
Williamsburg, Virginia

R E P O R T
OF
PRESIDENT LYON G. TYLER
TO
The Superintendent of Public Instruction
FOR THE YEAR ENDING
JUNE 30, 1911.

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ANNUAL REPORT

OF

PRESIDENT LYON G. TYLER

TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION:

Dear Sir:—

In accordance with the requirements of the law, I beg to make my report for the year 1910-1911. The following is a full statement in regard to the teaching force and attendance at the College during the last session; a President at a salary per year of \$2,760 and house; 10 professors at a salary of \$1,800, 2 adjunct professors at a salary of \$1,200, 1 Registrar and assistant at a salary of \$1,200, 1 Physical Director and assistant at a salary of \$900, 1 assistant at a salary of \$750 and board, 1 student assistant at a salary of \$300, board and fees, 1 student assistant at a salary of \$400 and board, and 3 student assistants at a salary of board and fees—in all twenty-one. Besides these there were the following officers of administration receiving salary: 1 Librarian at a salary of \$480, 1 student assistant Librarian at a salary of board and fees, 1 Physician to the College at a salary of \$500, 1 Steward at a salary of \$1500 and a house, 1 housekeeper at a salary of \$360, 1 Treasurer and Secretary to the Board of Visitors at a salary of \$900, 1 Secretary to the President at a salary of \$420, 1 Engineer at a salary of \$630 and board, 1 Fireman at a salary of \$20 a month and his board, 2 janitors at a salary of \$20 a month and board, 1 janitor at a salary of \$20 a month, 1 janitor at a salary of \$25 a month and board.

There were in attendance 224 students, who may be classified as follows:

College of William and Mary

Number of students from Virginia.....	193
Number of students from other States.....	31

 224

I.—Students admitted at reduced rates.

Number holding State Scholarships, pledged to teach in the public schools,	118
Number Ministerial Students (exempted from tuition fees),	10
Number Proctors and Instructors (exempted from all fees),	6
Number of officers' sons (exempted from all fees),	4

 138

II. Number of pay students	86
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Total,	224
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Number of counties in Virginia having stu- dents in College,	74
Average age of students,	19

These figures from the Registrar's book prove that the large majority of the students are Virginia students and that the different parts of the State are well represented at William and Mary. Another thing shown by the registration book is that the attendance of the College comes chiefly from the country districts, while the Catalogue of the University shows that its students are largely from the cities, where are found the classes better capable of meeting higher expenses. It is interesting to notice that the number of Virginia students at the different institutions last session was as follows:

William and Mary had from Virginia,	193
The University of Virginia Collegiate and Grad- uate Departments had,	245
The Virginia Military Institute had,	168
The Virginia Polytechnic Institute had,	446

If we divide the State appropriations, which each institution receives by these figures, we have the following result. It takes \$207.25 of the State's money to give a year's instruction to every Virginia student at William and Mary; \$326.53 to every Virginia student at the University; \$238.09 to every Virginia student at the Virginia Military Institute, and \$160.32 to every Virginia student at the Virginia Polytechnic Institute.* But, as a matter of fact, these figures by no means suggest the relative advantage, which the State gets from William and Mary. The Institution is compelled by law to take more than half of its students—those who intend to be teachers—at rates for board considerably less than what is possible to board them at, and the State gets the further consideration of the training acquired by its teachers who are to serve in the public schools.

There is no similar obligation resting upon any other State institution for males except the Virginia Military Institute, and at that Institution the number compelled to teach in the State is only fifty. But it may be observed that the teachers from the Military Institute are not trained teachers, and they are not compelled to teach in the public schools, but the obligation is satisfied if the teaching is done in private schools. There is nothing to restrain the students of the University or the Virginia Polytechnic Institute, or the large majority of students of the Virginia Military Institute, from leaving the State immediately upon their graduation. Nor should it be overlooked that in addition to the great sums obtained from the State the Virginia Polytechnic Institute receives annually upwards of \$44,000 from the Federal Government and the University has an endowment fund not far short of \$2,000,000.

While I have counted the full \$40,000 of the State appro-

*These figures are based on the last annual appropriations of the General Assembly: William and Mary, \$40,000; University of Virginia, \$80,000; Virginia Military Institute, \$40,000; Virginia Polytechnic Institute, \$71,750. The schools of law etc. are not considered in this estimate, as the advocates of the public school system have never claimed that the State was morally compelled to provide a man with a profession.

priation against the Virginia students at William and Mary, it is proper to say that nearly \$5,000 of this is employed to operate the Observation and Practice School, where over 130 children are educated free of cost. The Faculty of this school, which is under the control of the Board as much as any other part of the administration, consists of a lady principal, who is paid \$1,200, four assistants, of whom one is paid by the City of Williamsburg, and the other three are paid by the College an aggregate of \$1,860. Its main object in connection with the College is to provide a clinical department for those training to be teachers. It is frequently visited by educators, who never fail to be pleased with the work of this school and its handsome surroundings.

When we come to compare the cost to the students at the different institutions the catalogues for the different colleges show that at William and Mary the total cost for everything except books and clothing to each State student is \$139., and to each pay student \$197., at the University it averages, \$287.50; at the Virginia Military Institute it is \$230, though for a limited number of State students (fifty in all) the charge is only \$70, and at the Virginia Polytechnic Institute, it is for Virginia State students \$170, and for Virginia pay students \$211. However the figures exhibited in any catalogue, it must be remembered, are far from representing the full measure of expense. There are many incidental and unofficial expenses which a student must incur, and they vary according to the College life in which he moves. The size of Williamsburg, and the source of the College attendance from the country materially count in this matter. In all communities the standard of expense is set by the wealthier people, and, of course, where the number is large, and especially where the attendance is drawn from the cities, there will be more of this class than where the number is limited. In Williamsburg the demand for extra money is not great and the Faculty endeavors to cultivate frugality and protect the young student from temptation. The country around Williamsburg is a dry country, and the

student is, therefore, free from the demoralizing influence of the open saloon.

What is the ideal system of public education in any State? Such a system must contemplate not a part, but the whole of the subject of education. It has, theoretically, no dependence on or connection with private or religious institutions, and cannot even presume upon their existence. It is fundamentally an erroneous conception, which has, nevertheless, been extensively advertised in this State, that the public system of education resolves itself into (1) Primary Schools, (2) High Schools, (3) University. This division, however, is imperfect and confusing. After a thorough consideration of the whole field of education, the report of the Carnegie Foundation for 1909 declares that "it would appear that the system of education in any State would ultimately resolve itself into one University (perhaps in the larger and more prosperous States, several) a small number of strong colleges working in harmony with it, a large number of secondary schools underlying these and below all the elementary schools." The true system of public education in any State should be formulated, thus: 1. Primary Schools; 2. High Schools; 3. Colleges; 4. University. * The proposition is true that while American Universities have collegiate departments, it is not their primary purpose to have them. The report of the Carnegie Foundation for 1908 states that the distinction should be made clear. The true work of a University is found in its post graduate and professional departments, and not in undergraduate studies.

* A four fold division was the principle of the great bill of Charles Fenton Mercer, which passed the House of Delegates in 1817, but failed in the Senate by a tie vote. His bill provided for a system of county primary schools, 48 district academies, 4 colleges in different parts of the State, and a University. Mr. Jefferson proposed a three-fold division, which he first distinguished as "Primary Schools, Academies and University," and latterly as "Primary Schools, Colleges and University." In making this tri-graded division his purpose simply was to devise a scheme "less extravagant" than Mercer's, and more in keeping with the empty treasury of the State at that time. See History of the University of Virginia, Vol. I, p. 46.

Let me not be misunderstood. I do not object to the University maintaining a college, but I do object to any attempt to make it the exclusive one for consideration. William and Mary College, as a State College of the Arts and Sciences, has a proper place as such in the general State system of public education. The second report of the Carnegie Foundation takes ground against large faculties and great numbers of students, and limits the teaching force of the most effective colleges to ten professors; and Chancellor McCracken of New York, limits the number of students to 300. We are fortunate in Virginia in having the public system supplemented by several valuable private or sectarian institutions like Washington and Lee University, and Hampden Sidney, Randolph Macon, Richmond, Emory and Henry, and Roanoke Colleges. Therefore, while probably William and Mary is the only other State College, in addition to the College at the University, that the State at present needs, it is also true that, if we did not have the valuable assistance of the institutions named, other State Colleges, besides William and Mary, in other parts of the State, would undoubtedly be necessary. I repeat that the argument for the maintenance of William and Mary as a State College of the Arts and Sciences is to be found not only in the obligations of the act of transfer, the cheapness of cost, the advantage to the normal courses of College courses side by side, and the fund of associations that cluster about the Institution; but because it has its proper place in the system of public instruction as idealized in the educational world.

So far I have spoken of William and Mary in its character as a College of the Liberal Arts and Sciences. Under the Act of March 7, 1906, the College transferred its property of all description worth more than \$300,000, of which nearly half was in bonds, to the State of Virginia and agreed to maintain "a system of normal instruction and training for the purpose of educating and training white male teachers for the public schools." But the normal courses were to be established in connection with the Collegiate Courses, which the Act declared "shall be maintained." In the newspaper reports of the late

meeting of the Education Commission "there was some comment on the fact that there are but three or four teachers at the College of William and Mary, who give instruction in what the State supports the school for—"a normal training school for young men." This is a clear misapprehension of the work of the College in several ways. The Legislature must have intended what it says in the Act of transfer, and this pledges it to maintain William and Mary in its collegiate courses as well as its normal courses. Nor is normal instruction limited to three or four teachers. Every professor and instructor in the College shares in the work of the course prescribed in our Catalogue for the Teacher's Diploma, which is intended for the common school teachers. "Three or four teachers" are doing work in the educational department, which is only a part of the normal course. The greater part of the work of every normal school is cultural, and the contention to the contrary shows a sad lack of information. In every normal institution the student must be given knowledge as well as training. How could it be otherwise. To those who object that there is too much cultural work at William and Mary, I ask who has greater need of culture than a teacher.

And here I think it proper to refer, in the most respectful manner, to the late action of the Board of Education in discriminating against the degrees of this Institution. William and Mary College has no representative on this Board, but the University is so fortunate as to enjoy a representative in the person of its able dean, Dr. J. M. Page. A report proceeding from Dr. Page, as Chairman of a Committee, gives the Master of Arts of any university a "university certificate," which guarantees him an exemption for twelve years from examination as teacher in the public schools. It is silent as to the Master of Arts at William and Mary and the other colleges in the State. Now there is no real ground for this difference, as both at the University and at William and Mary, the Master of Arts stands for about a year's work after the Bachelor's degree.

Where discrimination was perfectly proper for the most ob-

vious reasons, none was made in Dr. Page's report. The report further declares that the holder of a baccalaureate degree from a registered college shall be granted a ten years certificate for teaching in the public schools of the State, to be renewed upon satisfactory evidence to the Board that the holder has been a successful teacher. Now a longer exemption should have certainly been made in favor of those Bachelors of Arts from William and Mary, whose degree is based on the teachers courses as most of them are. The report proposes to reward fitness in the teacher, and yet it puts a premium not on the requisite training, but on scholarship merely. Now what is desired in the public schools are trained teachers, not University scholars and pedants.

That this is true is shown by the report of the Superintendent of Public Instruction for the year 1910. William and Mary had 63 of its graduates teaching in the public schools for the year 1909 (chiefly principals of High Schools), and the University had only 24. In fact the number attributed to William and Mary equalled exactly those of the three institutions: University, Virginia Military Institute and Virginia Polytechnic Institute, which had all told 63. The Superintendent gave no account of the teachers in the public schools other than graduates, for he says no record of the teachers who attended Virginia universities or colleges for one session or more was available.

This College protests against the injustice of Dr. Page's report, and trusts that the Board of Education will reconsider its resolutions.

The purpose of the Transfer Act of March 7, 1906, is to maintain at William and Mary: (1) a College of the Liberal Arts and Sciences; (2) Courses for training students to teach in the Public Schools.

For full admission to the first year of the Collegiate Courses the candidate must be at least 16 years of age and present the equivalent of fourteen units of work, a unit representing a year's work of five forty-minute periods.

Students who cannot present the fourteen units as required may be admitted on twelve units provided arrangements are made to make up the remaining two units during the first two years of the College work. To ascertain whether a student comes up to these requirements he is made to stand an examination or produce a certificate signed by the principal or president of an accredited high school or college showing adequate preparation. Students admitted will be allowed to enter upon courses leading to the degree of Bachelor of Arts or Bachelor of Science. The degree of Master of Arts is based upon the Bachelor's degree, and covers about a year's further work. The average time for the Bachelor's degree is four years and for the Master's Degree five years.

The scheme of courses for preparing teachers covers three years in sub-collegiate classes (to be organized hereafter as the Normal Academy) and two years in the College, together with observation and practice in the Observation and Practice School. But further work may be continued in the higher classes of the College, and a Bachelor's Degree may be secured based upon the previous normal work. Such Bachelors are the men whom the College sends abroad to take charge of high schools and to become division superintendents. Indeed, it is one of the peculiar advantages of the students preparing for the teacher's profession at William and Mary that normal students, on the same terms of free tuition and reduced board, and without changing residence, may avail themselves of the Collegiate Courses. This was deemed so valuable a privilege by the General Assembly in 1906, that it was specifically guaranteed in the Transfer Act of that year. It must be remembered that William and Mary College is the only Institution in the United States confining its normal work to males exclusively. It is exceedingly doubtful whether without the superadded College Courses, the Normal Courses would, to any considerable extent be attended by students. What the average boy teacher aspires to is to be the principal of a high school or division superintendent of schools. Now to discharge these duties well,

a college education is necessary in addition to the ordinary normal school education.

Beginning with the session 1911-1912 the sub-collegiate courses will be discontinued, and a Normal Academy organized to take over all classes below college grade. William and Mary will accordingly maintain a Normal Academy and training school in addition to the College. When established, the Academy will offer a three years course, correlated with the teachers courses of the College and will admit students above the seventh grade, who expect to be teachers and such others as have not access to a complete four year high school. It will have its separate corps of instructors, except that in the Sciences, Manual Arts, Drawing and Mathematics, the classes are to be conducted by the College departmental assistants.

Among the more striking features of the session just passed were the meeting of the Phi Beta Kappa Society, at which time Dr. Lyman Abbott made an interesting address, and the series of valuable lectures delivered by Dr. John Lesslie Hall, Dr. C. E. Bishop, Prof. H. E. Bennett, Dr. J. S. Wilson, Dr. W. A. Montgomery, Mr. George O. Ferguson, Judge D. Gardiner Tyler, Governor William Hodges Mann and Hon. Joseph D. Eggleston. A lecture was also delivered by the President of the College.

Among the important visitors to the College was William Howard Taft, President of the United States.

A new roof authorized by the Board was placed on the Observation and Practice School, and in compliance with another order the special committee appointed to erect a power plant to heat and light all the College buildings reported considerable progress in the completion of the work. The new power plant will be operated by two 100 horse-power boilers and will be capable of not only supplying the present buildings, but of taking care of a large future development. This addition will mean much in the shape of comfort and economy, and it is hoped that the General Assembly will see the wisdom of the action of the Board of Visitors and provide for the indebtedness which has been necessarily created. The College asked the

last Legislature for \$30,000—the amount expended—the Senate appropriated \$25,000 and the conference committee of the two houses reduced the amount to \$15,000, which was found inadequate by the College Board and the contract was made at the cost originally contemplated.

I append to this report a statement regarding the value of the College plant, and of its receipts and expenditures for the past year (1910-1911).

LYON G. TYLER.

William and Mary College, July 1, 1911.

A STATEMENT OF ALL THE PROPERTY OF WILLIAM AND MARY COLLEGE.

General Endowment Fund.

		Per cent.	Int.
Virginia State Bonds,	\$ 35,900 00	6	\$ 2,154 00
Atlantic Realty Corporation Bonds, ..	60,000 00	4½	2,700 00
Atlantic Realty Corporation Bonds, ..	10,000 00	5½	550 00
Norfolk, Second Presbyterian Church Bond,	1,000 00	5	50 00
Real Estate Bonds (Camp),	1,500 00	6	90 00
Real Estate Bonds (Borland),	2,927 50	6	175 65
Fuerstein Ice Co., Bonds,	16,000 00	6	960 00
City of Wil'msb'g Bonds (a part of), ..	800 00	5	40 00
	<hr/> \$128,127 50		<hr/> \$ 6,719 65

Library Endowment Fund.

City of Williamsb'g Bond (a part of), \$	200 00	5	10 00
Clyde Steamship Co. Bond,	16,000 00	6	960 00
Fuerstein Ice Co., Bonds,	4,000 00	6	240 00
1 Portsmouth City Bond, Claiborne.	1,000 00	4	40 00
2 Durham City Bonds,	2,000 00	6	120 00
	<hr/> \$ 23,200 00		<hr/> \$ 1,370 00

Against the Science Hall is an outstanding debt of \$10,790 47

Total Endowment Fund—General,...	\$128,127 50
Library,...	23,200 00

\$151,327 50

\$151,327 50

Realty and personal property.

College grounds,	\$ 75,000 00
Main College Building,	50,000 00
Science Hall,	17,000 00

Library,	16,000 00
Observation and Practice School....	6,000 00
Gymnasium,	6,000 00
Taliaferro Dormitory,	8,000 00
Ewell Dormitory,	6,000 00
Infirmery,	2,500 00
Steward's House,	2,000 00
Brafferton Dormitory,	7,500 00
President's House,	10,000 00
4 Frame Houses, lately purchased...	5,000 00
Furniture and Fixtures,	10,000 00
Apparatus of all kinds,	10,000 00
Books, portraits and etc.,	30,000 00

Total of Real Estate, fixtures, etc....\$261,000 00

\$261,000 00

Total of all property,,

\$412,327 50

I.

GENERAL STATEMENT OF ACCOUNT.

June 1, 1910 to June 1, 1911.

Receipts.

	Receipts.
Balance in Bank, June 1, 1910..\$	878 02
State Appropriation	40,000 00
Interest on bonds,	6,797 52
Interest on daily balances,	53 20
Matriculation fees,	1,127 00
Gymnasium fees,	1,050 00
Collected for diplomas,	185 00
Collected for Music (Finals) ..	15 00
Collected for rent of Jones property,	354 00
Collected of City Sch'l Board..	660 00
Collected of Elmer & Amend for error,	6 07
Transfer from Library account for Cash advances,	379 44
For Cash on Library stacks, ..	200 00
Returned from Canvassing, ... ,	1 05
Returned by Miss Davis, Error.	39

\$51,706 69

Expended.

	Exp'd.
Catalogues,	\$ 347 65
Model School,	239 04
Dept. Art and Drawing.....	120 89
Advertising and Printing.....	800 58
Rent for Kindergarten.....	96 00
Transfer to Boarding House...	1,500 00
Transfer to Boarding House for board,	1,488 00
Transfer to Boarding House for hauling,	125 00
Dept. Education,	100 05
Dept. Biology,	400 00
Athletics,	600 00
Lights and Water,	1,445 99
Equipment repairs and conting't	1,126 37
Canvassing,	350 69
Expenses of officers,	190 60
Freight and Express,	37 91
Contingent for Scholarship....	40 00
Fees refunded (students),	30 00
Pres. Tyler's Dept.,	100 00
Pres. Tyler's Contingent Fund.	68 18
Dept. Chemistry,	186 40
Expenses of Board of Visitors.	448 88
Stationery and Postage,	274 99
Gymnasium account,	81 88
College Magazine,	250 00
Fire Insurance,	455 62
Salaries,	34,876 62
Fuel,	1,101 88
Cash adv'd Library Account, ..	387 51
Telephones,	99 73
Paid on Science Hall Loan, ...	1,000 00
Dept. Physical Science,	249 40
Dept. History,	99 90
Int. on Science Hall Loan....	689 08
Educational Journal of Va., ..	150 00
Alumni Association,	25 00
Diplomas,	77 50

President Tyler's Report

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Rent College Lock Box,	5 00	
College Finals,	345 26	
College Annuals,	275 00	
	<hr/>	<hr/>
	\$51,706 69	\$50,286 60
	\$50,286 60	
	<hr/>	
Bal. in bank, June 1, 1911.....	\$ 1,420 09	

II.

STATEMENT OF BOARDING HOUSE ACCOUNT.

Receipts.

	Receipts.
Balance in bank, June 1, 1910.....	\$ 938 65
Protested check of A. E. Oakum	14 24
Error in check No. 2848.....	7 48
Board Collected,	6,812 67
Tuition fees,	2,307 00
Barrels, Cow, etc. sold.....	55 65
Interest on daily balances,	2 80
Transferred from College Account,	1,500 00
Transferred for board, etc., College Account.	1,488 00
Transferred for hauling, college account.....	125 00

Expended.

	Expended.
Wages,	\$ 3,347 42
Laundry,	423 05
Groceries,	4,417 94
Meats,	2,736 03
Equipment,	349 60
Repairs,	79 25
Board refunded,	133 80
Tuition refunded,	140 00
Expenses of Steward,	3 15
Freight,	2 99
Fuel,	563 96
Error in Check, No. 2881,	10
	<hr/>
	\$13,251 49
	\$12,197 29
	<hr/>

Balance in bank, June 1, 1911.....	\$ 1,054 20
Outstanding board etc.	\$410 00

III.

STATEMENT OF LIBRARY ACCOUNT.

June 1, 1910 to June 1, 1911.

Receipts.

	Receipts.
Bal. in bank, June 1, 1910,.....	\$ 28 26
Advanced from College account	333 07
Interest on bonds,	1,370 00
Interest on daily balances.....	2 80

Expended.

	Exp'd.
Librarian's Salary,	\$ 480 00
Paid on book stacks.....	200 00
Cataloguing, etc.,	200 00
Claiborne Fund,	62 85
Mrs. Van Ness Fund,	174 09
Books, Pictures, etc.,	267 19
Transferred to College Account on Cash advances,	325 00
	<hr/>
	\$1,734 13 \$1,734 13

Due College Account, \$8.07.

\$16,000.00 invested in bonds of the Clyde Steamship Co. are due Dec. 1, 1911.

\$4,000.00 invested in bonds of the Fuerstein Ice Co. are due Oct. 20, 1911.

IV.

STATEMENT OF MEDICAL ACCOUNT.

June 1, 1910 to June 1, 1911.

Receipts.

Balance in bank, June 1 1910,	\$ 592 91
Fees Collected,	630 00
Interest on daily balances,	25 80

Expended.

Physician's Salary,	\$	500 00
Drugs,		94 77
Fees refunded,		9 00
Paid Trained Nurses,		50 00
Paid Board of Nurses,		19 50
		<hr/>
	\$1,248 71	\$672 27
	\$ 672 27	
	<hr/>	

Balance in bank, June 1, 1911,.....\$ 575 44

STATE STUDENTS' LOAN FUND.

Balance on hand July 1, 1910,.....	\$100 00
State appropriation, 1910-11,	400 00
Interest on daily balances to Dec. 13, 1909,	2 63

Amount Repaid.

C. A. Taylor, April 30, 1911, Int. 4%.....	\$110 34
B. T. Newton, May 15, 1911 Int. 4%.....	106 67
S. R. Warner, May 16, 1911, Int. 4%.....	110 52
M. L. Borkey, one-half loan returned.....	50 00
	<hr/>
Total Receipts	\$880 16

LOANS.

NAME OF STUDENT	LOAN SECURITY	DATE	TIME	AMOUNT
I. J. Stanley . . .	D. Stanley . .	Oct. 1, 1910	Demand	\$100 00
B. E. Bing . . .	J. C. Bing . . .	Nov. 10, 1910	"	100 00
S. W. Cox . . .	J. L. Cox . . .	Dec. 1, 1910	"	100 00
C. C. Snow . . .	J. F. Snow . . .	Dec. 1, 1910	"	100 00
				<hr/>
Total	\$400 00

Balance on hand, July 1, 1911.....\$480 16

Respectfully submitted,

L. W. LANE, Jr., Treas.

